

Building on Achievements of ERASMUS Intensive Programmes
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Wissenschaftszentrum Bonn-Bad Godesberg

Compendium of Projects being presented during the Conference

Workshops

IP-Project A1 Cross Cultural Communication for Business Students

Coordinating Institution: Hogeschool Gent, Belgium

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Years of funding: n/s

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DESCRIPTION

The first aim of this IP is for students to achieve a thorough knowledge of cross-cultural aspects of communication and management in business at both at the cognitive and at the affective level.

This IP broadens the scope of the various specialities taught in the participating institutes. In this IP a real multicultural world is created. The participating students coming from 5 different countries bring in their own cultural background. During the whole programme the students work together in international groups. These international groups consist of one student from each country. These multicultural groups have to work together during this two-weeks programme. The program itself is a combination of cultural topics, communication topics and management topics. The innovative aspects of this IP lies in:

- The creation of a real multicultural context through this small international student groups
- The combination of topics: culture, communication and management
- The opportunity for students – who are not able to go on a long term Erasmus mobility – to get an international and intercultural experience.

The methodology is a mix of IP lectures (to establish a common theoretical framework for all participants), case studies, group exercises, simulation games, role plays and field work, including the extended interview at one of the participating local companies on the subject of cross-cultural leadership. Students are encouraged to reflect on their own cultural identity and on their increasing cultural awareness. Experience shows that by the second week of the IP many students realize that the inevitable culture shock and the accompanying emotional upheavals of the first week turn out to be immensely enriching and eye-opening experiences. Sufficient time is set aside to discuss these matters in small multinational groups because of our conviction that theory and sheer knowledge alone do not guarantee changes in attitude.

In the first week the students get an introduction in relevant theoretical approaches of Geert Hofstede and Fons Trompenaars. At the end of the first week the students have to do a first project about the Hofstede cultural dimensions. In the second week the same teams prepare and carry out a company interview on the subject of intercultural management. They write a report about their findings within the theoretical framework of culture studies and prepare a presentation on that. These presentations are held for all participants, teaching staff and representatives of the companies involved. If the companies give their consent, the reports are posted on the website.

The IP is concluded with an individual oral exam based on the company visit and the total learning experience at the IP.

VALORISATION

The combination of theory and field work should allow students to develop insights into the recruiting and managing of a multicultural workforce, into dealing with an international supplier and client network, into international marketing issues. Finally it should lead to greater cross-cultural preparedness and a growing cross-cultural competence.

The IP has been assessed every year both by a questionnaire filled in by all participating students and by a debriefing meeting of the participating organizations.

Key results from the organizations' point of view:

- Students learn tolerance towards different cultures
- Students recognize their own culture: students with a migrant background find out how much they already merged into their host country
- Students learn skills as negotiating techniques, interview techniques, how to write a report and how to present in public
- Students use their knowledge on intercultural issues to overcome the challenges of project work in mixed multinational teams.
- Students substantially improve their communication skills in English.

It has proved valuable to include participating organizations from all major EU Regions: Scandinavia (Finland), Central (Belgium, The Netherlands, Germany), Middle East (Hungary), South (Turkey). In addition to the students' learning the teaching staff learn much about their partner institutions and the higher education in their countries.

IP-Project A2 Performance, Personal Growth and Learning

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DESCRIPTION

The European Master's programme in Exercise and Sport Psychology is a one-year postgraduate organised by 12 universities. The purpose of the Master's programme is to combine all the expertise we have in Europe within one postgraduate course. The programme consists of lecture courses at the home institutions, an intensive programme and a dissertation at the home university or one of the partner institutions. The whole programme covers altogether 60 ECTS credits.

The Intensive Programme (IP) "Performance, Personal Growth and Communal Learning" is the core element of the programme. None of the participating universities has sufficiently broad expertise to cover all the relevant topics in the promotion of health and well-being in connection with sports. In most universities there are only a few experts working in the field of sport and exercise psychology. The IP is a 14-day course given at one of the partner institutions for up to 30 students. In addition to this IP the programme consists of two distance learning modules (Foundations of sport psychology and Foundations of exercise psychology), which have to be completed before coming to the IP.

The specific aims of the IP are to establish a common language for sport scientists and psychologists to be used in the multidisciplinary areas of public health and sport and to achieve an in-depth understanding of the most important topics in sport psychology, exercise and health. Themes of performance enhancement and personal growth are included in the Intensive Programme. In addition special attention is given to the thematic area of communal level learning in the area of sport and exercise, which means that social level process phenomena such as team dynamics, team building, goal setting, and supporting good learning atmosphere are emphasised both in theory and practice during the IP.

VALORISATION

The evaluation of the IP is done anonymously by the students at the end of the course by filling in a form containing overall judgments, contribution of the lecturers covering "Suitability of the teaching methods", "I have learnt" and "Total judgment", sport activities, social programme and suggestions for the next course. The results of the evaluation are distributed to the lecturers and are considered before planning the next course.

The IP is announced on the website of FEPSAC (The European Federation of Sport Psychology). A concrete result of the IP is the foundation of ENYSSP (European Network of Young Specialist in Sport Psychology) in 2004 with the following aims:

- 1) To develop a common language and to give support in education, research, professional practice and service delivery to young people with official qualification or an interest in the field of Sport and Exercise Psychology
- 2) To give the young specialists an active role in Sport and Exercise Psychology.
- 3) To fulfil the need of young specialists in Sport and Exercise Psychology

IP-Project B1 Master of Arts in Euroculture

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Years of funding: 2006-2011 (Erasmus Mundus)

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DESCRIPTION

The Erasmus Mundus MA programme Euroculture is a unique, multilingual, interdisciplinary and inter-university project. Its aim is to prepare graduates from Europe and third-countries for professions in which knowledge of present Europe and European Union institutions are of relevance. The focus of the programme is on cultural and social developments: its inheritance as well as its standards, values and citizenship.

The Erasmus Mundus MA programme Euroculture is offered by a consortium of six well-established European universities. From the beginning of the programme in 1999, Euroculture was used as a concept to reflect in an interdisciplinary way on the many different expressions and manifestations of self-understandings of societies, social groups and individuals of, about and within Europe. Its core questions are:

Whether, to what extent and in which forms does a common and unique European culture exist and how is it related to other regional or non-European cultures?

How is Europe and how are cultural transformations perceived within Europe and from the outside?

What is the mutual impact of political and social processes on European culture(s) and culture(s) in Europe?

These questions are discussed and analysed in an interdisciplinary setting which includes the knowledge of historical perspectives, political issues, social relations, legal issues and religious traditions.

As of September/October 2006, the load of the programme is 90 ECTS-credits, which equals 16 months of full time study. The Euroculture programme brings together some 120 students who have to pass a selection procedure to be admitted. The programme is taught in English and is open to students who have successfully completed a university BA programme in the fields of European Studies, History, Theology, Linguistics, Literature, Philosophy, International Relations, Law, Cultural studies, Anthropology, Psychology or Sociology.

VALORISATION

From the very start of the programme in 1999 it obtained financial support from the European Commission, both for joint curriculum development and for organising the intensive programmes. The Master was selected to participate in the Joint Masters project of the EUA. Furthermore it obtained a grant of International Quality Network from the DAAD in 2001 for young scholars to prepare a doctorate. This shows that the programme is strongly embedded in international education and in research. The consortium members which apply for participation in the Erasmus Mundus programme all have strong research groups regarding cultural theory, international relations and the European integration process.

During the eight years of its existence the programme has been constantly improved and modified to reach the unique profile it has today.

In particular, during the last year, the programme has been further refined on the basis of:

- a) The very useful comments made by the experts in the framework of the assessment of the application of Euroculture submitted for the EM Programme, seeking to move from the highly recommended list to being accepted as an EM Master Programme.
- b) A broad consultation of main actors both in the field of European cultural and educational projects at regional, national and European level. Also a consultation process has been set up with now already some 20 embassies in Brussels as well as 18 ministries of education from third countries. These institutions have shown great interest in the training of highly qualified personal in the field covered by the Euroculture programme to promote a more targeted co-operation between Europe and third countries.
- c) The integration of two central European countries: Krakow (Poland) and Olomouc (Czech Republic), which have started to run the programme in year 2004 and 2005.
- d) Participation in the elaboration of the European Qualification Framework by the co-ordinator and some of the members. As a result the network has decided to prepare the incorporation of the EQF into the programme, pending its approval in Bergen (Norway), which is now accomplished.
- e) A further focusing on the common lines and approaches of the programme: the identification of four common fields, project work, the relation between Europe and different parts of the world, making use of existing fields of expertise and existing relations (in accordance with the already mentioned consultation).

IP-Project B2 European Media and Communication Doctoral Summer School

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Years of funding: 2006 (as ERASMUS-IP in Media and Communication – enlarging Europe, enlarging communication) and 2007-2009

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DESCRIPTION

European Media and Communication Summer School (SuSo) is a project that was started in the early 1990s initially as a collaborative project between six universities, and has now thanks to the Socrates/Erasmus support expanded into an intensive programme with 22 consortium partners lasting 12 days. The project gathers PhD students (35) from across Europe to have lectures, workshops, study visits and student paper presentation workshops. In 2007, 23 lecturers from partner universities and two invited experts held lectures and workshops on the general themes democracy, technology and EU enlargement. The SuSo is supported by an online environment where students upload descriptions of their PhD projects, pictures and CVs and where they are invited to apply to become respondents for other people's work. Thus reading and commenting on other people's project starts before the actual meeting of the IP. While in Tartu, students are divided into three groups (flows), who discuss each others' work in smaller groups, giving floor to each participant. Practical workshops have hands-on approach and students are able to analyse and discuss the methods and concepts introduced. More traditional lecture format is used to introduce particular research subjects and research projects. Students also have the chance to work together in different workshops and by the end of the summer school they have fairly good connections with each other. SuSo also has study visits to Estonian media and political institutions. Besides the website and the actual two weeks of the programme, SuSo project has a book publication – so far two have been printed in the Researching and Teaching Communication series. The book is printed from IP funds and distributed to partners and students for free. It is also made available in the Internet at www.researchingcommunication.eu and the series also has one e-book from outside the SuSo project. SuSo is managed through several operational levels – everyday project management is taken care of by project leader, more substantial decisions are made by a Programme Committee. Recruiting, content and policy level decisions are made at the Project consortium meetings either online or at the location of the IP.

VALORISATION

The SuSo provides good opportunity to bring different media and communication scholars together and introduces theoretical, methodological and pedagogical approaches to the participants.

The aspects developed in the summer school – pre-event communication through website, co-operation with research network, study formats used and a follow-up book can be considered as valuable and worthwhile to be adopted in other instances as well.

- 1) Pre-SuSo communication is done by using the website, which helps people to start creating network already before the event.
- 2) SuSo cooperates with ECREA's (European Communication Research and Education Association) young scholars section, thus ensuring that the SuSo project papers are disseminated and discussable also beyond the actual participants and time of the event. Using ECREA as a proxy, we have also invited five non-consortium students to benefit from the summer school.
- 3) Teaching model, the combination of lectures, workshops and student workshops in smaller groups have been adopted as models for other PhD training projects where the participating consortium members are involved.
- 4) The summer school book is another good way to introduce the results of the SuSo beyond particular project members – many of the participants have told us that they use the book in teaching, and its free online availability has raised interest in the project itself. The book also includes six student chapters giving thus publishing experience necessary for their future careers.

IP-Project C1 EthCon Ethics and Ethnographic Objects Conservation

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Years of funding: 2007

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DESCRIPTION

A group of students, teachers and specialists will work together in order to develop an interdisciplinary methodology for the conservation of ethnographic objects.

Together they will develop an ethical framework to discuss the complex issues that occur when confronted with the analysis and treatment of these objects. They will also learn to assess the risks for these kinds of collections and what kind of decisions can be made to reduce those risks. Teachers and students will learn to work with and further develop the didactic concept of 'communities of inquiry'.

The target groups for this IP are conservation students, (conservation) science students, cultural anthropology students or other professions from the field of ethnology.

The objectives of this IP will be reached by lectures, interdisciplinary working groups, discussions, case-studies with real museum objects, student presentations and excursions.

An expected outcome of this IP is a more systematic approach towards ethnographic collections. When this approach is fully developed and tested (which we hope to achieve in the coming three years) this may result into a web based communication platform about this subject or even an e-learning course or guidelines. The Institutes involved may develop better ways of joint teaching the subject of ethnographic conservation and sharing their resources.

VALORISATION

The implemented IP will have multiple outputs:

A) New teaching material for the IP from their fields of expertise. These materials form a basis for further development of teaching conservation of ethnographic objects.

B) Working group presentations, case studies executed during the IP and the final reports will be published at the EthCon-Forum.

C) The working groups have produced material needed to develop a systematic approach to the preservation of ethnographic objects. The partners will together develop the first draft which will be published for comments at EthCon forum. This approach will be tested and improved in the following IPs.

D) The EthCon-Forum will be available on the internet. The content will be evaluated by colleagues working in the same field.

All Institutes will recognize the IP as part of the study. Students will be granted 5 ECTS credits for participation in the IP and the respective workload. All participants will furthermore receive a certificate of attendance including a short description of the contents of the course.

Contacts between students and museums might lead to internships, themes for final theses and employment. Interdisciplinary networking among the institutions might lead to an exchange of teachers for specific subjects of study only available at one of the locations.

Museums will benefit of the IP from the reports on the case studies executed on their objects: they can serve as a basis to immediate treatment or further analysis.

The EthCon Forum might develop into a spin-off if the interest throughout the community of Ethnology and Conservation is big enough. Yet there is no forum for the common subjects, but a need to broaden the views of the individuals working on such complex matters or objects.

IP-Project C2 The Globalisation of the Accountant and Audit Standards and their Application in the Countries of the European Union

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Years of funding: 2005/06, 2006/07, 2007/08

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DESCRIPTION

By adopting international standards, IFRS (accounting) and ISA (audit), the European Union has clearly subscribed to the process of harmonization of financial information of enterprises. These standards will become a prerequisite both for financial statements elaboration and legal control. Thirteen European universities have decided to mutualise their forces in an intensive programme for a common training to these international standards. The IP takes place in a unique site. The program is catered to students finishing their Master in accounting, audit and finance.

The program's objective is to get each student acquire exactly the same technical content, regardless of their country of origin, since the standards are identical within the EU. Partner professors jointly develop a high-level program. They act as trainers and get involved many professionals as well as international experts. Theoretical inputs are necessary but the program takes place mainly in multinational working groups: case studies, tutorials, workshops and student presentations, synthesis. Students will assimilate the International standards that professors and experts have estimated to be the most useful to know in the frame of a quality future profession. The objective "technical knowledge" is combined with the objective "rapid employability". Language and cultural exchanges are naturally an important aspect of this program. The inclusion in the curriculum of each university allows the award of ECTS credits.

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DESCRIPTION

The European Digital Media Management (EDMM) Intensive Programme aims at knowledge acquisition of modern media technology. During a three-week course students are taught by outstanding university teachers from eight institutions of the ERASMUS network for print and media technology to gain qualification and knowledge which could not be conveyed at one single university. The EDMM programme takes place in Budapest for the second time. The particular strength of the programme is the combination of certain technical (Publishing on Demand), aesthetical (European Surface Design) and economical (Internationale Medien and Environmental Management) domains of print and media industry. At the same time economisation of resources for a sustainable development and the social responsibility for environmental management is particularly pointed out. The subject "Surface Design" supplements artistic skills with substantiated technological knowledge. Beginning with its planning, the students follow every single phase of media product's creation up to its completion. Students also learn about co-operation in multinational groups based on projects in conjunction with the most modern information technology. This European dimension is absolutely necessary because of rapid internationalisation of media industry, it facilitates the career entry for young professionals and improves competitiveness of the graphic industry and the neighboring media sector.

VALORISATION

The IPs in Summer 2006 and 2007 both were a great success!

EDMM had the following results:

Website, CD with course materials, Project works in two courses: Surface design and Digital printing (posters, leaflets, CD-cover, advertising amaterials, Tshirts, cups, mug, bags....)

The number of students interested in participation exceeds by far the number of students who can be accepted (in this context: Each participating institution can send a defined number of participants. The selection of student to be sent is made by the institution itself primarily on the basis of the standard of performance, language and social competence).

There is also a sufficient number of teachers, who can guarantee classes on the highest possible level and who are ready to continue their engagement in the future.

Working in project teams has been an essential part of the programme. Students who were divided into project teams were assigned to create a set of promotional communication items and to produce them. The job demanded the definition of sub-projects, which had to be implemented in extremely short time in order to deliver final results of the whole project in presenting form connected with an exhibition. From various feedbacks in the frame of an evaluation by the students of the total IP it became known, that to them this was the most difficult part of it. The exhibition made at the end of the IP was very impressing by showing the project works of all the teams.

Visits to different printing houses and a large cultural programme were organised, also at the countryside (sightseeing, museum, horse show, goulash party, wine tasting, boat trips).

According to the feedback from the students, they enjoyed the three-weeks-IP and would all recommend it to other students. After the first IP the students started an unofficial project-webpage to keep in contact with each other.

All the participating students received ECTS credits.

IP-Project D2 Skin barrier function : Cutaneous absorption and environmental factors

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DESCRIPTION

The project "Skin barrier function: cutaneous absorption and environmental factors" is a 16-days-course addressed to students and researchers involved in Pharmaceutics and Cosmetics sciences. This course is opened to M2 Master degree and PhD students. Academics (24 partner universities

from 14 European countries) and industrials (15 partners) contribute to the programme as well as students (52 students in 2007) or teachers (37 experts in the scientific domain). The program is coordinated by Lyon1 University (France). It is structured in six sessions each with lectures, practical phases and short communication phases for the students. Social events for the participants are offered by Lyon1 university to discover french culture.

European Intensive Program - Claude Bernard University, Lyon ,France

16th September 2007 – 2nd October 2007

SKIN BARRIER FUNCTION: Cutaneous Absorption and Environmental Factors

Session I : Skin Barrier Functions

Chemical barrier		
Interkeratinocyte junctions and lipids		M. Haftek (UCBL)
Skin hydration		C. Heard (Cardiff University)
Cellular barrier		
Extracellular matrix and cell interactions		P. Rousselle (IBCP)
Bacteriology and Bio films		J. Freney(UCBL)
Reconstructed human epidermis		E. Tessonnaud (Episkin)
Immune barrier		
Dendritic cells		C. Vincent(UCBL)
Physical barrier		
Optical properties of skin		J.C. Bernengo (NITECH)
UV radiation effects		B. Gabard (Iderma)
Sunscreen protection evaluation		B. Gabard (Iderma)
Mechanical properties of skin		C. Pailler Matéi(UCBL)
Skin bioadhesion		K. Padois(UCBL)

Session II : Skin Absorption

Methodology		
In vitro studies		S. Hansen (Sarbruken University)
In vivo studies		F.Pirot (UCBL)
EPRS in the field of dermatics		J. Kristl (Ljubljana University)
Predicting dermatopharmacokinetics		F. Pirot (UCBL)
Modelling skin absorption		J.Pugh (UCBL/ Cardiff University)

Session III: Environmental Factors

Health risk caused by cutaneous absorption of xenobiotics		J. Lavoué (Lausane Hospital)
Decontamination		F. Pirot (UCBL)
Antiinflammatory drugs		L. Saso (Roma University)
Immunosuppressive drugs		L. Saso (Roma University)
Evaluating safety and efficacy of cosmetics		A. Sirvent (Dermscan)

Session IV : Modulation of Skin Barrier Functions

Effect of aging		F. Chanteloube (FCC)
Enhancers and retarders		F.Falson(UCBL)
Microemulsions		M. Gasperlin (Ljubljana University)
Liposomes		S. Antimiriassis (Patras University)
Flexible vesicles		L. Xiangli (Jena University)
Transdermal patches		P. Santi (Parma University)
Nanoformulations		S. Nicoli (UCBL /Parma University)
Iontophoresis-Electroporation		Y. Kalia (Geneva University)

Session V: Student Research presentations

Short communications of research project are presented by Galenos Students

All details based on contributions sent by involved Presenters/NAs, copy deadline 2007-12-05

Session VI: Laboratory sessions

Nicolas Atrux-Tallau, Ngoc Huynh Truc Thanh,

Sara Nicoli, Karine Padois, Fabrice Pirot, John Pugh, Branka Rozman, Christophe Villard (UCBL)

Laser Doppler flowmetry	G. Nilsson (WheelsBridge)
Tissue Viability Imaging	G. Nilsson (WheelsBridge)
Cutaneous Hydration	H. Hirsch (Lalicorne)
Trans Epidermal Water Lost	H. Hirsch (Lalicorne)
Skin Micro relief imaging	H. Hirsch (Lalicorne)
Skin oxymetry	M. Rau (Oxford Optronix Ltd)
In vitro passive diffusion transfer through the skin	F. Pirot (UCBL)
Mathematical model for skin permeation	J. Pugh (UCBL/Cardiff University)
Skin Imaging Confocal microscopy	Y. Tourneur (UCBL)
FTIR for in vivo percutaneous absorption evaluation	S. Lebras (Thermo Electron)
Formulation technologies: size and zeta potential	M. Terray (Malvern)
Skin characterization by oscillatory rheology and DMTA	M. Terray (Malvern)
Transdermal Delivery System	S. Nicoli (UCBL/Parma University)
Non invasive quant. of the non conscient reactions to sensorial and cognitive stimulations	A. Dittmar (INSA Lyon)

Evaluation for Students

Final Examination: 4 ECTS

Research communication: 2 ECTS

Social events

UCBL Welcome reception at Faculty of Pharmacy (17 September, 17h)
with L. Collet, President of Lyon1 University, P. Perrin Vice President International University Lyon1, F. Locher Dean of Faculty of Pharmacy

UCBL International and Staff Galenos Diner in Vieux Lyon (20 September)
Galenos Students Diner in Vieux Lyon (26 September)

Discovering French culture: Musée des Frères Lumière (20 september), Tour in Beaujolais (23 September afternoon), Biennale d'Art Moderne (28 & 29 September).

VALORISATION

1) Recognition in the academic curriculum:

- Validation of the course with 6 ECTS credit points.
- The course is one part of the Lyon1 University M2R master "Physiologie et eurosciences/ biodisponibilité de produits de santé/ physiologie, biodisponibilité, pharmacologie cutanée"
- The course is proposed to be an optional teaching unit for Erasmus students in Pharmacy.
- The course is also included in different PhD programs: i.e "Galenos network in advanced drug delivery".

2) The course is opened to professional education and provides a very good indicator for recruitments in pharmacy and cosmetics. Announcement of the course is done during pharmaceuticals and cosmetics congress.

3) This course is linked to the Pharmaceutical network Galenos composed of 55 academic partners with many educational activities (intensive programs, workshop, seminary) in research and master degree. Every Galenos members is informed directly by email; detailed information is published on the Galenos web site.

4) Documents of the course (booklets of the lectures and practical sessions, documents from industries, abstract of communications) are given to the participants during the course. A CD-ROM can be provided on demand.

5) Evaluation of the course is organized at the end of the course and results are presented to the participants.

IP-Project E1 Training in Advanced Remote Engineering Technologies (TARET)
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**Coordinating Institution: Carinthia University of Applied Sciences
Fachhochschule Kärnten**

Webpage: <http://www.online-lab.org/taret/>
Project Coordinator: Prof. Dr. Andreas Pester
Email: pester@ieee.org ;phone:+43-4242-905002113

Years of funding: 2006/2007 + 2007/2008

PROJECT PARTNERS

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DESCRIPTION

The main task of the project TARET is to provide three winter and summer schools to train students and teachers in several fields of "Remote Engineering". The project is an integrated part of the 29298 - IC -1-2004-1- AT - ERASMUS – EUC-1 project MARE and shall unit students and teachers from five or more European countries studying and working in the unique "Remote Engineering" study programme in Europe (the MARE curriculum) in several intensive on-site phases together.

The use of virtual and remote laboratories and workplaces is one of the future directions for advanced teleworking/remote working environments especially in engineering and science but also in all other fields of the society. But all over the world there is a lack of specialists in this field and the number of needed specialists will dramatically increase in the next years.

The general objective of the intensive programme is to provide a winter school in "Telerobotics" and summer schools in "Remote Applications" and "Mobile&Wireless Techniques" as a part of the MARE curriculum. The goal is to mediate fundamentals, applications and experiences in these fields of remote engineering by an interdisciplinary approach in combination with "learning by doing" phases. By this we promote transnational cooperation and exchanges between students and teachers of our universities encouraging efficient and multinational teaching of special topics, which could not be taught in this quality in the partner universities of the TARET project. Also we enable students and teachers in TARET to work together in multinational groups.

The intensive programmes are a combination of theory and practical teaching, which is necessary for the technology enhances teaching mode of MARE and gives the students and teachers new perspectives in the topics being studied, using the scientific, didactic and practical experience of the scientists in the host universities and the unique lab possibilities of these institutions.

The intensive programme is open for students from all over and outside Europe and requires at least a bachelor degree in engineering, science or informatics and some prerequisites in remote engineering. Participating students of TARET from the project partners receive full academic recognition for these modules at their home institutions (ECTS), because the topic of the IPs are part of the common MARE curriculum of the project partners.

VALORISATION

The additional value of the project can be expressed in the following way:

Interdisciplinary, European Dimension, multilateral orientation and use of IT-technologies.

The greatest value of the project was the preparation, implementation and evaluation of a winter school by an international team in one of the newest domains in mechatronic remote technologies – in telerobotics. Telerobotics is an interdisciplinary approach to robotics from the distance, using network technologies to control and handle them. Specialists from different disciplines are necessary to give a broad overview: robotics, technical informatics, soft computing, control engineering, mathematical modeling are only some part of these disciplines. The training concept was organized in an interdisciplinary approach. The course is part of the curriculum for a European joint master programme and 31 students from six European countries finished this module. The content was delivered in a blended learning mode – the theory was about studied using methods from e-learning with web-based tests and the winter school included a very advanced lab work, using unique equipment from CUAS and UM. The students worked in small international teams (2-4 students) and finished the course with a theoretical exam, the successful completion of the lab work and an essay, which was written about one special topic in telerobotics and advanced control. The multilateral orientation includes also social, multilingual learning, visits to companies and the use of such instruments like ECTS-crediting, ECTS-grades and Europass.

IP-Project E2 Sustainable Spatial Planning and Water Management

Coordinating Institution: University of the West of England, Bristol, United Kingdom

Webpage: -

Project Coordinator: Janet Askew

Email: janet.askew@uwe.ac.uk

Years of funding: 2005- 2008 (*projects with same partners funded since 1991*)

PROJECT PARTNERS

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The Netherlands, Radboud University Nijmegen; Email: SDuhr@ru.fm.nl

DESCRIPTION

The Intensive Programme in sustainable urban and regional planning started in 1991, after academics from the universities of the West of England Bristol, Tours, Hannover, Nijmegen and Bologna met to consider ways in which they could increase co-operation between their nations. A project was designed to enable students from different countries to understand planning practice across Europe, offering the opportunity for an exchange of good practice.

Each year, 7 students from each country meet in one university for 11 days. First, they must present an example of good practice from their own country, following which they work in multi-national groups for the project, designed to draw out a range of skills and knowledge reflecting each university's different approach to planning.

When the programme was devised, sustainability was new on the agendas of governments in Europe, and only just starting to be taught to students of planning. During 17 years of the IP, themes have evolved to reflect changing priorities of the planning profession set in the European context. The early projects concentrated on policy and more strategic matters, whilst in later years, the priority has been to facilitate students to apply sustainability principles at a variety of scales, from regional to local. For the past three years, the programmes have had as their theme 'sustainable spatial planning and water management', following meetings of the partners to discuss how best to reflect European priorities in sustainability. This arose out of an awareness that the huge demand for new housing across Europe put additional pressures upon water as a resource. To put this to the test, students have had to plan and design new housing at the master planning scale in a variety of locations in Hannover, Bologna and in 2008, in Bristol.

To take this theme further, the network is currently working on its bid for the next IP, when 'spatial planning and climate change' will be the theme.

VALORISATION

A real success of the IP has been a commitment of all the participants to plan for a more sustainable future. The staff are proud to say that students who have participated in the IP have made a real difference in the workplace, bringing their own and other European ideas about sustainability to influence plan making. Sustainability as a goal is fundamental to planning in the participating countries, and more so now than it was when the IP first started.

Over the period of the IP, an estimated 560 students and numerous staff have taken part, and the main benefits have been:

- Understanding and comparing different approaches to planning and sustainability;
- Sharing and building upon experiences;
- Understanding and applying EU directives;
- Building new personal relationships between students leading to lifelong friendship;
- Engaging with some of the languages of Europe;
- Introducing students to the opportunities offered by Erasmus exchanges between universities;
- Building tolerance between nations;
- Understanding cultural differences and applying them to the art and science of urban and regional planning;
- Showing students that decisions taken in one European country will have implications for all;
- Raising awareness of the need to create a sustainable future for the next generation.

The strong network has resulted in a group of academics and students from five different countries sharing experiences, learning from each other and showing their commitment to the union of Europe.

Project Exhibition

IP-Project I1 Labour Movements and Corporate Location Strategies within the European Union

Coordinating Institution: Université de Poitiers (2007/08)

Webpage: <http://sceco.univ-poitiers.fr/IP/>
Project Coordinator: Dr. Philippe Norel

Project Presenter: Natascha Stephenson, Universität Göttingen
Email: Natascha.Stephenson@wiwi.uni-goettingen.de
Years of funding: 2006/07, 2007/08

PROJECT PARTNERS

France, Université de Poitiers, Faculté de Sciences Économiques + Faculté de Droit et Sciences Sociales
Portugal, University of Coimbra, Faculdade de Economia
Germany, University of Göttingen, Department of Economics
Belgium, University of Antwerp, Faculty of Applied Economics
Denmark, University of Aarhus, School of Economics and Management
Italy, University of Siena, Department of Economics
Poland, University of Warsaw, Department of Economics
Romania, „Al.I.Cuza“ University Iasi, Center of European Studies
Slovakia, University of Economics in Bratislava, Faculty of National Economy
Belgium, KU Leuven, Department of Managerial Economics, Strategy & Innovation; Department of Accountancy, Finance & Insurance; Department of Decision Sciences & Information Management; Department of Marketing & Organisation
Spain, University of Sevilla

DESCRIPTION

The project consisted of an intensive programme lasting two weeks, with 12 professors and around 60 students from 11 different universities in 10 different countries.

The specific theme of this IP dealt with human capital and labour force movements and their connection to corporate investment within the EU. This topic was of special interest for the partners because there were not only a large number of universities from the Western part of Europe but also from the Eastern part of Europe: Poland, Slovakia and Romania. As this theme is not usually fully covered in either traditional courses on European economics, or industrial or labour economics, some form of teaching which joined these different disciplines was required.

In the two weeks, professors, students and representatives from politics, industry and science took an active part in the programme. Before the programme started the students had done preparatory work on specific subjects at their respective universities under the responsibility of their reference professor. At the start of the IP some basic lectures were given by professors to make sure all students had the same level of knowledge. The following part of the programme contained:

- further lectures on the subject to deepen the knowledge of the students
- case-study-type presentations made by groups of students with discussions to practice their ability to present and discuss a subject
- speeches by representatives from politics, industry and science followed by discussions with students to show the importance of the subject today.

Only students who had completed a level 4 in Economics could participate in the programme. They were selected on their potential to do research work at level 5 and their future involvement in professional training concerning European Economics. This IP was integrated into the students training at Master-level.

VALORISATION

The high motivation of students in both discussions and presentations reflected the relevance of the subject. Furthermore, the high participation of universities from different Eastern and Western European countries not only emphasized the importance of the two weeks but also created a very stimulating and rewarding atmosphere for all to work in. Every student was able to make his or her own contribution.

IP-Project I2 Inter-arts Workshop "We Make an Opera"

Coordinating Institution: Lithuanian Academy of Music and Theatre, Lithuania

Webpage: www.lmta.lt/opera
Project Coordinator: Rima Rimšaitė
Email: rima.rimsaite@lmta.lt

Years of funding: 2004

PROJECT PARTNERS

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DESCRIPTION

The opera genre is a synthesis of art forms, which nowadays requires the highest quality of artistic results and well-tuned cooperation of different art specialists. The operatic profession is highly demanding, therefore the successful professional activities depend on well developed musical, dramatic, visual, emotional, intellectual abilities as well as good knowledge and practical experience of the extended repertoire including contemporary music.

ERASMUS IP "Inter-arts Workshop' We Make an Opera" aimed to promote the European dimension and multidisciplinary approach of contemporary opera education by bringing together international students and professionals of the different fields in the arts - music, art & design, theatre and media. Objectives: to rehearse and to produce modern chamber opera performed by students from several European academies under guidance of European level professionals; to introduce European opera training traditions; to enhance the quality of modern opera education; to promote cooperation and mobility of students and teachers in the field of music and other arts; to facilitate future professional employments by training well prepared and versatile artists in the multinational environment; to disseminate project results by using information and communication technologies such as live internet broadcast of the opera performance, presentations of the project results during conferences linked to the art education.

The opera Greek (1987-88, running time 90 min.) by British composer Mark Anthony Turnage (b.1960) was selected as a study and production material.

Professionals of the contemporary opera production - Stefan Janski (RNCM - opera director), Clark Rundell (RNCM - opera conductor) with a help of three teachers from the Lithuanian Academy of Music and Theatre - Nerijus Petrokas (director's assistant), Algis Mažeika (movement director) and Vesta Grabškaitė (Suzuki training), stage crew (15 persons from professional companies), and two European level consultants – Eiddwen HARRY (RCM, vocal coaching, diction, interpretation, posture)

All details based on contributions sent by involved Presenters/NAs, copy deadline 2007-12-05

and Monique Bouvet (Paris Conservatoire - piano coaching, score mastering) supervised students' work from the first stage until the final project result - opera production.

Students were granted from 6 to 8 ECTS credits according to their input (including preparatory stage).

VALORISATION

The opera cast who had never met before and an orchestra which had never played together before, rehearsed, produced and successfully performed the modern opera „Greek“ by Mark Anthony Turnage on the professional opera stage. It was a big challenge for all the students - participants from 11 European partner schools: conductor's assistants, 4 singers, stage & costume designers, video projection designers, 20 orchestra musicians, 6 actors, 4 pianists (coachers), and 2 art management students. All students were highly dedicated and contributed hugely to the project success, learned from each other and added to their artistic portfolio a previously unfound experience of making the professional opera production in the extremely short time.

All participants benefited from the inter-arts workshop as it was an exceptional opportunity to develop major subject skills and broaden artistic experience by learning from each other: Singers and musicians from actors – actors and visual art students from musicians. As opera director, Prof. Stefan Janski said „this project proved to be inspirational, demanding, stimulating and rewarding for all who participated in this workshop.“

Results: opera „Greek“ was premiered in July 18, 2004 in the frame of the Christopher Summer Festival; live internet broadcast of the opera production was launched; documentary film „We made an opera“ was created; project results were discussed and highly evaluated by students and staff during the evaluation and feed-back session including project organisation, pedagogical methods, artistic level, technical facilities, premises, hospitality of organisers, and friendly atmosphere. Project results were disseminated on the international level - during the annual international coordinators of higher arts institutions organised by the AEC (www.aecinfo.org) in 2004.

IP-Project I3 General Problems of Transnational Law and its Implications for the Companies in International Trade

Coordinating Institution: University of Deusto, Spain

Webpage: <http://www.transnational.deusto.es/ip2007/>
Project Coordinator: Prof. Dr. María Pilar Canedo Arrillaga
Email: law@deusto.es

Years of funding: 2007/2008

PROJECT PARTNERS

United Kingdom, University of Aberdeen, Law School, <http://www.abdn.ac.uk>
Poland, University of Białystok, Faculty of Law, <http://www.uwb.edu.pl>
Ireland, National University of Ireland Cork, Faculty / Department of Law, <http://www.ucc.ie>
United Kingdom, University of East Anglia, School of Law, <http://www.uea.ac.uk>
France, Université François Rabelais, UFR Droit, Économie et Sciences Sociales, <http://www.univ-tours.fr/>
Belgium, Katholieke Universiteit Leuven, Faculty of Law, <http://www.kuleuven.ac.be>
Belgium, Université de Liège, Faculty of Law, <http://www.ulg.ac.be/foreign>
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Estonia, Tartu Ülikool, majandusteaduskond, Faculty of Economics and Business Administration, <http://www.ut.ee/english/>
Lithuania, Vilniaus Universitetas, Faculty of Law, <http://www.vu.lt>

DESCRIPTION

A well-established group of European Law Faculties aims to jointly develop and deliver an Intensive Programme on Transnational Law and how this affects business and the economy. From this perspective different areas of study are dealt with such as: European Law, Private International Law, Comparative Law, International Trade Law, Competition Law, Dispute resolution techniques and the study of the International Organisations having an impact on international trade and business.

The fundamental novelty of the initiative is its pluridisciplinary approach. Each year, in collaboration with entities closely concerned with business practice, the Network chooses a specific international trade issue to focus on. The issue is approached through different teaching techniques by two groups of students, whose work on the problem enables them to develop professional skills while furthering their legal knowledge.

A joint programme of development of a number of competences has been devised and a plan to jointly assess students' progress has been designed.

The developed contents try to cover the most relevant legal aspects of international trade within the European Union: Problems in jurisdiction in commercial conflicts, alternative methods of solving commercial conflicts, competition issues, law applicable to contractual obligations, legal aspects of the contract of sale of goods, enforcement of judgments, and constitutional aspects and concerns of the multinational companies in international trade.

The methodology carried out by all the participating institutions takes into account the different levels of achievement of the students' targets in this course and tries to improve their knowledge and professional skills in different levels depending on their background.

In order to do so, it combines lectures and discussions in the mornings, with group dynamics of workshops (undergraduate students) and the preparation of a Moot Court (postgraduate students) in the afternoon.

The academic staff of this Programme is integrated by Professors and Lecturers of 14 leading European universities as well as prestigious legal professionals and members of local, national and international institutions.

VALORISATION

With the development of this Project we were able to:

- Identify emerging legal study needs arising from the international business context in Europe.
- Consolidate the collaboration of a group of highly accredited European universities in a study area that will lay the groundwork for a European Masters programme designed to cover important potential fields in the labour market.
- Consolidate a joint European work group involving teaching and research staff from the participating institutions that will facilitate a considerable increase in the service provided to students and raise the current research threshold, moreover laying the groundwork for future collaborations and promoting levels of transparency and tuning that will contribute to degree recognition within Europe.
- Train a group of students who will have developed and accredited generic and specific competences considered essential by trade operators in the thematic areas addressed, and who will therefore be seen as highly qualified and competitive in the European and international market.
- Establish a framework that will facilitate collaboration and enhance fluid information exchange between entities engaged in studying/dealing with business practice and entities primarily devoted to academic work.
 - Foster enhanced awareness of the present need for legal training that can transcend the constrained framework of domestic legislation to address the needs of a global economy immersed in integration processes such as that of Europe.

IP-Project I4 Bridging the city - Water in architecture,urban spaces and planning

Coordinating Institution: Slovak University of Technology Bratislava, Slovakia

Webpage: www.stuba.sk
Project Coordinator: Prof. Dr. Maros Finka
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Years of funding: 2006/07, 2007/08

PROJECT PARTNERS

Poland, Gdańsk University of Technology, Faculty of Architecture
Germany, Bauhaus-Universität Weimar, Faculty of Architecture
Portugal, Universidade da Beira Interior

DESCRIPTION

The programme is focused on processes of “bridging of the city” and will use interdisciplinary approach for exploring the role of water in social, cultural, architectural and urban regeneration strategies. Bridging together different backgrounds and competencies will give a basis for creating a highly integrated programme, that will cover environmental issues, spatial and cultural strategies of connecting the city, and give opportunity to get skills in using innovative technologies for water related architectural projects, with a particular indication on compliances between media, nature and technology and the role of their mutual relationships for water-based urban landscapes. Target groups are students involved in architecture, landscape architecture, urban and spatial planning and local stakeholders which will be directly involved in the workshops consisting of both seminars, lectures, projects and participative field work. The second year IP will be held in Bratislava and the main topic will be “Bridging the city 2: Water – Phenomenon of the city: attractiveness, competition, co-operation”. The programme will be created and delivered by all participating universities in a genuinely integrated manner so guaranteeing the high quality of the prepared materials. Apart from improving comparability of studies, we expect to produce outputs in educational concepts that will be integrated in didactic practices of involved universities providing students with state of art competencies

IP-Project I5 Total Quality Cultural Heritage Management

Coordinating Institution: Instituto Politécnico de Tomar, Portugal

Webpage: www.ipt.pt
Project Coordinator: Dr. Luiz Oosterbeek
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Years of funding: 2006/07

PROJECT PARTNERS

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DESCRIPTION

Cultural Heritage stands at the core of European integration, in its diversity, as recognised after Maastricht. Its relevance derives from its identitarian dimension and its economic importance in relation to tourism. For a long time, the need to study, protect and disseminate the knowledge on European Heritage has been recognised by all member states and by UNESCO alike. Currently, several University diplomas are offered in Europe that deal with cultural heritage management.

Yet, quality assurance is still to be introduced as a key concept in the Heritage sector. The applicants have collaborated in this direction and now intend to promote a new module on global quality management into the existing diplomas, in close articulation with the non-university sector. This has to be done at an European scale, given the current international dynamics of total quality in Heritage management, that risks to be implemented with little engagement of the academia.

The IP is a teaching module, built within several curricula, corresponding to 3 ECTS. It aims at bringing together students and staff from various European Universities integrating various understandings of QA, including ICT. Students will discuss and train competences from the diagnosis of contexts to the preparation of management plans and evaluation systems.

The 1st year will have the following structure: 1. Introduction: international scenarios and challenges for the recognition of critical areas in CHM; 2. Value: Signs, meanings, value as a base for management decisions in Conservation, Diffusion and use of the Cultural Heritage; 3. Conservation of CH assets (Threats; Results; Decisions; Practical demonstrations); 4. Communication (introduction); 5. Use (introduction); 6. Conclusions; 7. Evaluation.

The variation in year 2 will be: 3. Conservation (introduction); 4. Communication (Why; How; Products; Practical demonstrations); 5. Use (introduction). The variation in year 3 will be: 3. Conservation (introduction); 4. Communication (introduction); 5. Use (A better visit; Tourism; Innovation; Practical demonstrations). Parts 1, 2, 6 and 7 remain unchanged.

VALORISATION

The programme benefits from the contribution of several Universities having a record on Heritage management. The IP will render assessably the expertise of the consortium members as a whole, not only within but also beyond the partnership. The advances of each department will become usable by all, and a significant number of new professionals will enter the labour market, in the next few years,

All details based on contributions sent by involved Presenters/NAs, copy deadline 2007-12-05

having QA as a key concern. Within 3 years, the new module will become a regular component of the existing courses, as the previous experience of an IP promoted by some partners and the co-ordinator have demonstrated. The structure of the course will be the same in the three years, but a specialised different focus on a sub-topic will be made every year.

The IP is a direct answer to a major demand in the labour market for qualified Heritage quality management professionals, thus being relevant both for B.A. and Master students. It is fully interdisciplinary, offering a comprehensive approach to Heritage that builds from the humanistic disciplines (namely when considering the component of perceived value), from biology, physics and chemistry (particularly for Conservation), from communication and marketing (namely concerning information), from ICTs (e.g. the specific software) and from management (all areas, with a strong relevance in services). Basic education on hard sciences is not required, though, except for the first year.

The programme is part of several diploma courses, all the partners recognising its 3 ECTS value. It is also part of the joint diploma of Masters on Quaternary and Prehistory (Erasmus Mundus).

IP-Project I6 Exploring European Identities/Ideologies by means of (re)presentations of Ancient Greek Drama

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Years of funding: 2007/08

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DESCRIPTION

Exploring European Identities/Ideologies by means of (re)presentations of Ancient Greek Drama is a two-week inter-disciplinary course related to the plays produced in the Ancient Theatre of Epidauros during that time. This is an annual project, taking place in Epidauros, organised by the European Network of Research and Documentation of Performances of Ancient Greek Drama for graduate students in Theatre Studies and Classics departments. The course, which consists of theoretical sessions by professors of European universities and workshops by artists related to the productions of Ancient Greek Drama, aims to bring together scholars and students from different disciplines and different countries in order to exchange knowledge on this subject.

Each year the summer course takes place in Epidauros during the two first weeks of July and concentrates on the plays performed at the ancient theatre in the framework of the Hellenic Festival. The students have the opportunity to attend the performances and a few rehearsals and come in contact with the contributors of the performances.

VALORISATION

The course was a success and the majority of student evaluation forms were extremely positive. There was a good division of students between Theatre Studies and Classics and all mentioned in their evaluation that they learnt something new about the other discipline and changed their notions on the subjects presented.

All details based on contributions sent by involved Presenters/NAs, copy deadline 2007-12-05

During the courses, a student Network was also formed, which has enabled further communications between students in different European countries.

Furthermore, at the end of the cycle of the course (in July 2007) a forum was organized, where students which had attended the course in previous years returned to Epidauros to present their work-in-progress.

The staff was also positively influenced as communication between professors from different countries and disciplines made them enrich their lectures and their university's curricula. This brought about new ideas and the need to confront more specific questions that a general course could not have included. Exploring European Identities/Ideologies by means of (re)presentations of Ancient Greek Drama is a new IP which was launched in 2007 based on the experience gained in the previous years. In order to further study the impact of different approaches in European countries, each year a specific subject will be presented: in 2007 the course focused on festivals, in 2008 it will focus on adaptations and in 2009 on media.

IP-Project I7 IPEDAK – Intensive Program on Dance Knowledge

Coordinating Institution: Norges Teknisk-naturvitenskapelige Universitet, Norway

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Years of funding: 2007/08

PROJECT PARTNERS

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United Kingdom, University of Surrey Roehampton
Lithuania, Lithuanian Academy of Music
Sweden, Gøteborg University
Ireland, University of Limerick
Czech Republic, Academy of Performing Arts in Prague
Greece, University of Athens
Turkey, Ege University
Romania, "Georghe Dima" Music Academy

DESCRIPTION

A network of institutions of higher education with specialisation in dance anthropology / ethnochoreology offers an analytic approach to cognitive aspects of dance. Focussed areas are modes and styles of learning, dance knowledge as embodied versus recorded and how records of dance are interpreted. The course aims at contributing to didactic questions in dance education, to the discussion on the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage and to epistemological aspects of theory. This meeting of teachers and students from leading study programs within our field will function as a laboratory where a wide range of teaching methods, theoretical approaches and dance material is presented, confronted and negotiated. The teachers will be internationally leading experts in fields like dance anthropology, ethnochoreology, dance history, dance analysis, dance notation, dance-music relationship etc. Target groups: Master students in the field and PhD students, who will be allowed to present their projects. Activities: Lectures, dance workshops to illustrate and discuss theory, plenary and group discussions, a fieldwork experiment. Output: A document where challenges for dance education seen in a perspective of the UNESCO Convention is discussed. It will include an extensive bibliography on relevant literature.

IP-Project I8 NEPME – New perspectives in Music Education

Coordinating Institution: Liepaja Academy of Pedagogy, Latvia

Webpage: n/s

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Years of funding: 2005/06, 2006/07, 2007/08

PROJECT PARTNERS

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DESCRIPTION

The subject area of the project of collaboration “NEPME – New perspectives in Music Education” is Music and Musicology and Education and Teacher training.

The main themes of the project:

- 2005/2006 – Folk Music in our Cultures
- 2006/2007 – Jazz, Pop and Rock Music in our Cultures
- 2007/2008 – World Music

The purpose of the project is to improve the quality of higher education in music. It is a way of getting to know different societies, cultures and educational approaches and a way to encourage creativity, intercultural dialog and knowledge of the cultural heritage of the nations of Europe.

The main activities are:

- 1) to create intensive courses for students;
- 2) to develop different innovative methods of teaching and learning music and promote students` and staff mobility;
- 3) to implement the new approaches and methods within the study process;
- 4) to organize concerts of the students acting in the project, that presents different cultures, approaches, and attitudes.

Usefulness of the project:

- Working together allows us to analyse our different needs and resources and the possibilities to learn from each other. Field studies have been offered to get a deeper insight into relating theory with practice.
- Teachers and students benefit by working together in multinational groups and experiencing learning and teaching conditions not available in a single institution. The IP allows testing new approaches and teaching methods in an international classroom environment.
- The IP ends with a concert of students. The idea of the concert is to get acquainted with musical traditions and repertoire of the participating countries.
- All the subjects taught during IP are integrated into the existing study programmes.

Activities to be continued:

The project gives the opportunity to experience how different cultures, societies and educations influence the pedagogical tradition and the development of democracy and cultural identity. It promotes understanding of different cultures, experience exchange, and allows making observations and comparative analysis of educational systems and policies of partner countries. We consider the IP can become a regular part of the existing study programmes.

VALORISATION

The proposed effects are development of new approaches, innovative teaching methods, experience exchange and observations and comparative analysis of educational systems and policies of partner countries in the sphere of music education.

The expected outputs: summary of discussions and seminars, CDs, hard material package, issued music materials and summarized materials for the teaching aid.

The materials created and used during the intensive programmes are included in the issue of publications. It is possible to get acquainted with a brief description of the project, reflections and summary of discussions as well as with materials from lectures about Folk music as well as Jazz, Pop and Rock music in cultures of participating countries. At the end of the issue of publications there is the music material used during intensive courses. The CDs and DVDs have complemented the materials that could be used in the further study process.

The intensive courses ended up with the final concert that reflects on the effort that had been done during two weeks intensive courses and results into wonderful performance by all project participants. The records of the final concerts can be found in a video and DVD.

Outputs have been used in the study process at every partner institution. Elaborated educational materials and issued music materials ensure continuation and broad dissemination of acquired knowledge and repertoire.

IP-Project I9 European Standards in Healthcare and Nursing

Coordinating Institution: Hanze University Groningen, The Netherlands

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Project Coordinator: Drs. M. M. Kaaijk
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Years of funding: since 1997

PROJECT PARTNERS

n/s

DESCRIPTION

Ten years of IPs at the Hanze University Groningen, School of Nursing

During the last 10 years, the School of Nursing of Hanze University Groningen has successfully organized Intensive Programmes (IP) on themes related to "quality of care": development and implementation into clinical practice and education. A two weeks programme with about 60 participants (students and teachers) of ten EU countries

The emphasis has been on a multidisciplinary approach: multidisciplinary communication, multidisciplinary classification models in healthcare, multidisciplinary care plans.

Traditionally, disciplines in Healthcare are working separately. This applies especially to Central, Eastern and Southern European countries. Therefore, finding ways and methods to improve multidisciplinary cooperation with respect to different cultural backgrounds of healthcare workers is a big challenge.

One of the conclusions of the last IP was that the concept of so called clinical pathways play an ever more important role in healthcare. The aim of a clinical pathway is to offer patients centred and efficient care. The clinical pathway shows which route a patient passes, and which actions have to be undertaken at which moment and by which discipline/professional.

Effectiveness and efficiency in healthcare is an important issue in all EU countries. The concept of clinical pathways and multidisciplinary cooperation contribute to this. More and more research (see the web-link below) shows that working with clinical pathways has positive effects on quality, effectiveness and efficiency of patient care.

Improvements for the patients themselves are: better information, more clarity in who is doing what and when. Also, the standardised procedure leads to a decrease in complications.

At this moment, however, working with clinical pathways is hardly included in the curricula of schools/departments of Nursing/Healthcare in Europe (and beyond). Therefore, this theme is chosen for the next series of IP's to be organized.

In view of the above, it is quite clear that an interdisciplinary approach is vital in making the concept work. Therefore, the participants of the IP will come from different fields of study: Nursing, Paramedical Studies and Social Work.

More information about clinical pathways and research in this field can be found on the following websites:

<http://www.openclinical.org/clinicalpathways.html>

http://www.dva.gov.au/health/provider/community_nursing/pathways/pathindex.htm

VALORISATION

General aims and objectives:

1. Raising awareness of the need of cooperation between healthcare workers in relation to quality of care
2. Professional comparison: differences in systems and models of cooperation between healthcare workers within Europe
3. To acquire knowledge about what a clinical pathway is: functions and components
4. To acquire knowledge about how to develop a clinical pathway (methods)
5. To acquire knowledge about how to implement a clinical pathway
6. Professional competence: developing skills for developing and implementing clinical pathways (Evidence Based Practice, multidisciplinary cooperation)

- Students can contribute in a process of developing and implementing clinical pathways
- Teachers compare and of develop a teaching programmes relating to clinical pathways

Various methods have been used during the IP: workshops, special guest speakers/workshop leaders, practical activities, group work/project work.

Excursions to: hospitals, psychiatric hospitals, agencies for community care

Further projects coordinated by speakers/chairs/rapporteurs

Further IP Project 1 Children and Physical Activity – Relations to obesity and health

Coordinating Institution: University of Southern Denmark

Webpage:

https://e-learn.sdu.dk/webapps/portal/frameset.jsp?tab=courses&url=/bin/common/course.pl?course_id=_30836_1

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Years of funding: 2(3)

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DESCRIPTION

The aims of this IP are to educate master level students in both the theoretical and applied aspects in the field of health related and health enhancing physical activity in children. The content will focus on:

- the academic rationale for the inclusion of sport, exercise, fitness and related health issues in the public health domain;
- state-of-the-art scientific data on the physiological, epidemiological, psychological, sociological and social factors underpinning children's participation in PA and sport;

- methodological, ethical and practical issues which underpin scientific investigation and intervention in the field;
- opportunities for students to obtain a European perspective on the topic, and offer them tools to evaluate how policy issues differ between countries.

Before the aims can be achieved, a European educational strategy is needed, where specialists in the area can encourage multinational and multidisciplinary teaching, as it is not a topic taught in all universities dealing with sports sciences. A group of European sports scientists has established a European master's programme in the area of PA and health. Based on their positive experiences with earlier IP's, we consider it very important to focus on this kind of learning and teaching programmes, in order to enhance knowledge and understanding about PA – and especially health enhancing PA - in children. One very efficient strategy to gain new perspectives in the area is to develop an IP, which in a short period can involve a large number of students and specialist teachers from many European countries. In this way students can benefit from specific and specialised learning, and the teaching staff will get the possibility to exchange views on teaching content, new curricular approaches and its connection to new research in the area (a new priority in the ERASMUS development), and to test teaching methods in an international classroom environment.

VALORISATION

The identification and internal quality evaluation of the finalised IP and the IP results will consist of the following processes: Internal evaluation (IP management group, IP students and IP teachers) and external evaluation (areas sports science experts from other institutions).

The variables evaluated will be: IP management, IP contents, IP results (presentations, essays), IP products (study material, website etc.) and processes.

The variables will be developed by several criteria: The full IP will be followed by at least three of the programme responsible teachers (members of the management group) and all the students. Since most of the participating teachers are experienced through their job at their home universities by many years of being both teachers, researchers as well as internal/external examiners on master's and Ph.D. level, the guarantee of a high quality of the course programme and the evaluation of the course is secured.

For the internal evaluation by IP management group, IP students and IP teachers, questionnaires with Lickert scales allowing a quantitative analysis and open questions (strong and weak points, comments) allowing a qualitative analysis will be used.

For external evaluation by areas sports science experts from other institutions, questionnaires with Lickert scales analysed by quantitative analysis as well as audit reports with documentation analysis will be used.

There will finally be a meeting after having finalised the course in which as many as possible of the participating university members will take part plus area sports science experts from other institutions if possible.

Using the above procedure, the tools of the Bologna and the Tuning process is followed, including both internal and external members in the internal quality assurance and evaluation process.

Further IP Project 2 : Europe, Intercultural Learning and Youth Work

Coordinating Institution: Instituto Politécnico de Santarém – Escola Superior de Educação de Santarém, Portugal

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Years of funding: 2

PROJECT PARTNERS

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DESCRIPTION

The project was born of the willingness of European trainers from both Universities and NGO's to build a bridge between formal education and non-formal education in the training of **social and youth workers**. More precisely, the three main objectives of the project were to: promote a better understanding of the new **European Dimension** and how it co-relates with Youth and Social Work; support **Intercultural Learning** as a fundamental process for integration; encourage the use of **Non Formal Education** methods in Youth and Social Work. For this purpose, the intensive programme used formal and non-formal education methods (simulation game, group building activities, role plays) to focus on areas such as the diversity of youth work training in Europe, European Youth Programmes, stereotypes and prejudices, the role of youth workers towards intercultural groups etc. These training sessions were completed by visits of national structures working in the area of Youth and Social Work. In terms of outputs; the main idea behind was that students, teachers and trainers contribute to the creation of interactive tools and outputs containing information on the running of the IP, projects and good practices, methods for social/youth workers, information about the European programmes etc. The three kinds of evaluation, the student self evaluation, the post qualitative evaluation and also the team meeting, made the conclusion possible that the essential goals had been achieved, even if with some detail variances. In fact we can find a clear rise on the students competences at all the topics, a enthusiastic positive perspective about the impact of the IP on the student's learning processes, both as a professional and as an individual. And finally, the conclusions from the discussion of this results in each institution turns possible to find it useful to continue this project process but also to design some new ways for new challenges.

VALORISATION

- Regarding the outputs previewed for this project, we developed different products in order to respond to different needs. It was possible to use resources before, during and after the project, as a tool to involve students, teachers and staff in the global process of this IP, and also as an instrument for the follow-up.
- **Web page:** Even before the IP took place, there was a blog constructed for this partnership which goal was to serve as a platform for information and communication between the partners and the students. Moreover, this was a resource tool with up-to-date useful information, links, contacts, etc. During the IP, we plan and design the start up structure and contents for the website, a page about good practices, that will serve as a database of projects on the field of Social and Youth Work Europe

wide, that has the same kind of goals but with larger approach. After the IP, this website is being improved and developed for the next stages of the project.

- DVD: In straight connection to the web site, we developed a DVD based on the IP experience. The proposal was to use the video as a tool for the participants to work together during the IP. In the end, this videos can be edited and compiled in a DVD together with other relevant information such from the different partners, contacts list, photos, resumes of the sessions, and other theoretical resources, documents and handouts.

- **Student Practice:** As planned one student from Portugal (from the 5th year of Social Education) did her practice about the IP. Involved in the analyse of the process it was possible to find the necessity of two main contributions: the facilitation and promotion of the communication in the partnership and the support to the logistics coordination.

- Others: We preview the creation of teaching materials specifically for the IP, as an international group requires, especially when tackling specific topics, such as European Citizenship, or European mobility. For this, we created specific handouts, which are structured and available in the DVD.

- **About academic recognition** there are also some similar perspectives, but necessarily different timetables and conditions, particularly connected with the Bologna process.

- The integration in the study programmes of the participating institutions, of **training modules** connected with the general thematic of the project, and particularly with the subjects to be taught in the intensive programme; the access to a frame of different and innovative pedagogical tools produced and exchanged during the intensive programme, which can be used in different curriculum contents of each participating institution; and the development of the proximity between Theory and Practice within the Higher Education Setting.

Further IP Project 3 Street Life

Coordinating Institution: FH Campus Wien, Austria

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Years of funding: Social Work and Trafficking in Women (2005/06)
Social Work and Homelessness (2006/07)
Social Work and Street Children (2007/08)

PROJECT PARTNERS

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DESCRIPTION

Social Work as profession (on the way to be a discipline) is permanently asked to recognize and name new social demands and to work on new solutions for current social problems to promote social justice, equality and participation in society.

The European Higher Education Institutions in the area of Social Work Training focuses on and does research on different social needs and problems. They initiate and test new kinds of cooperation on the level of training and practical work to find adequate solutions for actual social phenomena (e.g. trafficking in human beings, homelessness and the life space street for children and young people) in different countries of the European Union.

Social Workers are challenged to offer their expert opinion also outside of their region or country to try out new kinds of cross-border-cooperation on different social topics. This special knowledge and research results shall be introduced to a broader audience. Therefore external experts as well as social (field) workers are well integrated in the project.

One of the main targets of the project STREET LIFE is the promotion of social inclusion and integration of vulnerable persons and people who are strongly affected by poverty and social exclusion (trafficked women, homeless people, street children).

Beyond this, the participating universities are also promoting and encouraging students and staff members to improve their language competences and to enlarge their intercultural competences.

VALORISATION

The project STREET LIFE had different products as outcomes — two books which are available at the book trade:

- Brigitta Zierer (Editor) (2006) Social Work and Trafficking in Women, Vienna (Schriftenreihe – Soziale Arbeit – Band 2 fh campus wien), 185 pages — ISBN 3-9502049-3-8)

- Brigitta Zierer and László Pattján (Editors) (2007) *Social Work and Homelessness*, Nyiregyhaza, 135 pages — ISBN 3-978-963-473-059-0

- 2008 will be published the third book: "Social Work and Street Children" in Vienna.

A follow-up product is a CD-ROM about the annual topic.

Especially with the topic "Trafficking in Women" it was also possible, to involve many international organizations (e.g. IOM, OSCE, ICMPD, UN), political decision makers (e.g. EU-Parliament, Ministry of Internal and External Affairs, EUROPOL) as well as other universities and Social Work practitioners in Austria and Germany.

After the Intensive Programme, some participants in their own countries have been able to make use of concrete problem solving strategies – e.g. in Round Table-Conferences with policy makers. A Turkish participant was invited as expert by IOM (International Organisation for Migration) to take part on a follow-up-project in Turkey.

Some students created a network among colleagues to be able to cooperate on a broader scale as Social work practitioners. They felt the importance of being part of a wider international Social Work community.

Some participating Universities are actually working on a curriculum of a European Master course.

The intensive media involvement during the Intensive Programme in Vienna and Nyiregyhaza was remarkable. A TV-spot as well as reports in the print media made it possible to present the main results of the project to a bigger audience.

Especially in Vienna the project coordinator observed an increasing demand on international cooperation on projects. This emphasises the awareness about the European dimension among Social Work practitioners.